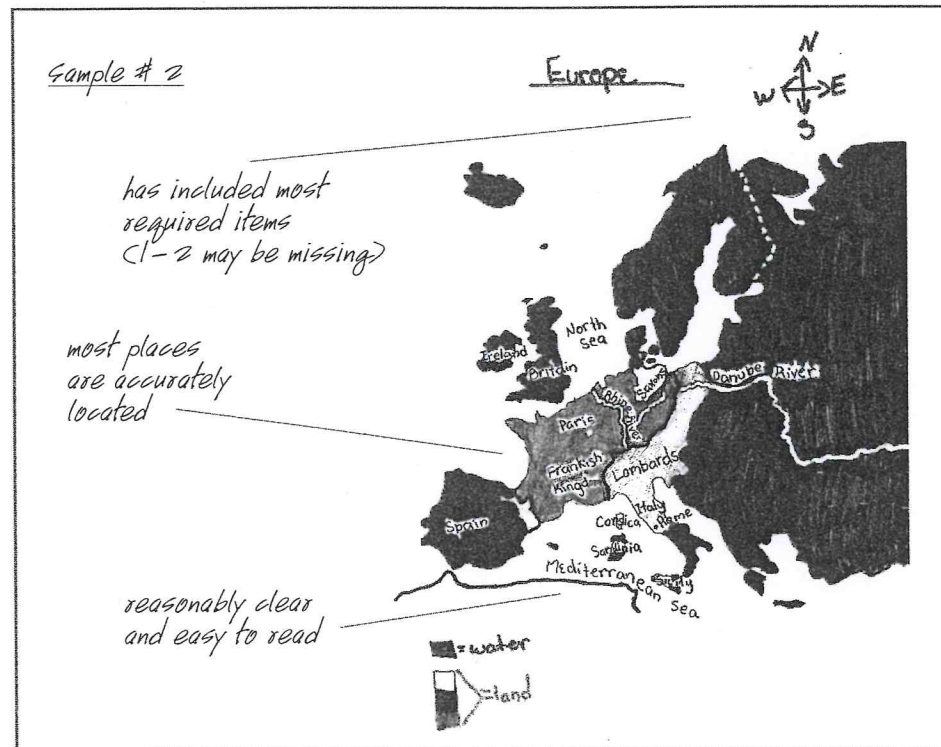


## SAMPLE MATCH

Many students need to both hear and see what it is that is expected of them. By showing students actual samples of work that meet criteria, then reviewing them together, students gain a clearer understanding of what counts.

1. Find two or three samples of a completed assignment or project that range from satisfactory to strong.
2. On the samples, write specific phrases, using the vocabulary of the criteria to point out aspects of the work

Figure 13: a) Sample; b) Sample match assessment sheet



that meet the criteria. These statements are descriptive and nonjudgmental.

3. Number the samples, then post them for students to see.

4. Make an assessment sheet, such as the one illustrated below, for each student (or copy the blackline master in the Appendix, page 65).

5. Assess student work by recording the sample number that it most closely matches. Provide one or two reasons for this match.

6. Before giving assessment sheets to students, record student performances in your mark book by recording the sample numbers that their work most closely matches.

Criteria for map	Sample Match Closest match is sample # <u>2</u> because ...
- easy to read and find the places	- it's easy to read
- locations are accurately labelled / placed	- you misplaced the Danube River
- nothing is missing	- you missed the Atlantic Ocean

Conference requested <input type="checkbox"/>	Questions:
Dates received: <u>Oct. 1</u>	
Assessed by: <input checked="" type="checkbox"/> teacher <input type="checkbox"/> self <input type="checkbox"/> peer <input type="checkbox"/> other	Assignment: <u>Map #3 Europe</u> Student: <u>Janie S., Block E</u>

Criteria for group work	Performance Grid		
	3	2	1
- Get along	enjoyed working together as a team	got along well	most got along with other group members
- Share ideas	everyone contributed	most contributed (some more than others)	some contributed others needed to be asked
- Listen to others	all members felt listened to	most group members listened to others	some members needed reminders to listen
- Finish the job	completed all work on time (and thoroughly)	got the job done (may have rushed on parts)	needed more time to finish
- Use voices that don't bother others	consistently used quiet voices	reasonably quiet most of the time	attempted to use quiet voices (needed reminders)

Conference requested ☐

Date(s) received: Oct. 17

Assessed by ☒ teacher  
☐ self  
☐ partner  
☐ other

Question(s): What one thing would your group need to do differently next time to get the job done?

Assignment: Group work on poetry unit

Student: Deanna L., Lance G., Mary W.

Figure 14: Performance Grid

PERFORMANCE GRID

With this approach, the focus is on providing a range of descriptions of student performance, written in student language. This way, each individual can see where he or she fits in the overall picture and what he or she needs to work on next. It provides a frame of reference so students can see where they fit in the range and set realistic goals. The most important aspect of this approach is that students can clearly see a range of performance—they may do well on some criteria and not as well on others. From this, they obtain specific information about where and how they can improve.

1. Develop three levels of performance that describe student work. These should relate directly to the criteria that has been set for the project. Write these descriptions on a grid. (See the blackline master in the Appendix, page 66).
2. Make a copy of this filled-in grid for each student. Give students a copy so they know the levels of criteria on which they will be assessed.
3. Have students return copies of the grid to you when they hand in or present their assignments. With a coloured highlighter, assess students' performance by highlighting the box for each criteria that most closely matches the work that they have done.

4. Before returning grids to students, record student performance in your mark book. Write the number code that corresponds to your assessment of performance in relation to each of the criteria. (For example, a series of five criteria in a project might be coded 2-1-3-3-3.) Remind students that the numbers are symbols that represent different places on the performance grid. Their purpose is to give specific feedback that can help students set goals to improve.



Criteria for writing a paragraph	More of	Less of
- uses language effectively	use more of the vocabulary you listed on your web... it is powerful	
- provides details to support a main idea	you need more details to fully describe Juliet	
- uses proofreading skills		use fewer commas; check handbook, p. 36
- follows the rules of paragraph writing		

Conference requested: ☐

Date(s) received: Nov. 1

Assessed by: ☒ teacher  
☐ self  
☐ partner  
☐ other

Assignment: Descriptive Paragraph  
 Student: Erica G., Block B

Figure 15: More of, Less of

### MORE OF, LESS OF

With this approach, students learn where to concentrate their efforts and what aspects of their work count. For example, one student needed to spend more time on research and less time colouring the title page. This approach also shows students that by making a few small changes in one direction or another, they can come closer to meeting the criteria.

1. Make an assessment sheet, such as the one illustrated at left, for each student (or copy the blackline master in the Appendix, page 67).

2. Assess student performance by giving students feedback regarding what they have to do more or less of to meet the criteria.

3. Invite students to resubmit their work for the teacher to reassess.

4. Record in your mark book any comments that you want to remember about the student's work.

### N.B. (PAY ATTENTION)

Assessing work in progress is important if we want students to meet with success. The focus of the N.B. approach is on giving students regular, specific feedback about their work while they are in the process of completing it.

1. During the progress of an assignment, record on dated stick-on notes what criteria the student needs to pay attention to, and attach them to the work.

2. When students hand in their work, mark notes with a check (✓) or an 'X', indicating whether or not they have paid attention to the 'N.B.'. Transfer the stick-on notes into your mark book (see figure 22b, page 55).

Figure 16: N.B. stick-on notes, with criteria they refer to

Criteria for Research

- generate questions and find sources
- collect, record and summarize key information
- communicate what you have learned

N.B. Jan. 16

You will need to use more sources to find the answer to your question... the encyclopedia does not have all the info.

N.B. Jan. 17

Before you go any further, change your topic "Spain" into a question so you know what to focus on.

N.B. Jan. 20

People need to know the sources you've used for your information. Have you kept this list?

Criteria for <i>writing a paragraph</i>		Specific remarks
- <i>uses language effectively</i>		<i>your use of transition words (next, after, then) makes it easy to follow</i>
- <i>provides detail to support the main ideas</i>		
- <i>follows the rules of paragraph writing</i>		<i>bring your thoughts to a conclusion by adding a final sentence</i>
- <i>uses proofreading skills</i>		<i>using the spellcheck program worked - there's not a single error!</i>

Conference requested ☐

Date(s) received: *NOV. 30*

Assessed by ☒ teacher  
☐ self  
☐ partner  
☐ other

Question(s):

Assignment: *Paragraph*

Student: *Janet K., Block C*

Figure 17: Specific Remarks

SPECIFIC REMARKS

Teacher-approval phrases, such as “I like it; this is great,” do not provide the information or direction that students need to achieve success. With this approach, the focus is on providing feedback for students that is *specific* and *descriptive*. Students can then repeat a success and will know what they need to improve.

1. Make an assessment sheet, such as the one illustrated opposite, for each student (or copy the blackline master in the Appendix, page 68).
2. Assess student performance by giving specific feedback. Describe the performance rather than giving judgments or opinions. For example, a specific remark about a business letter that has “clear statement of purpose” as one of the criteria would be, “Your letter clearly indicates dissatisfaction with the product (purpose).” Responding only with a judgment such as, “Good job,” provides no way for the students to know what was good and what they should repeat for another time.
3. Before giving the assessment sheets to students, record any remarks that you want to remember about their work in your mark book.



Original Criteria for Basketball unit

- P**erform skills
- A**ctively involved in group play
- S**et a personal challenge
- S**how understanding of rules

Acronym is **P A S S**

### USING ACRONYMS

Using an acronym helps students remember the criteria. This simple approach also shows that learning is a process, and that we don't necessarily get everything done the first time (nor do we expect to).

1. Examine the criteria to find key words that can be worked into an acronym (see figure 18a, left).

2. Post the acronym on chart paper or the blackboard for students to refer to.

3. Assess student performance by recording the letter(s) of the acronym (criteria) that students have

met (see figure 18b, opposite). This immediate feedback lets students know what criteria they have met—and what they still need to work on.

4. Before returning assignments, record the letter(s) of the acronym that students received in your mark book.

Figure 18: a) Key-word acronym; b) Key-word acronym and assessment stick-on notes. Note in the examples shown below that students might receive only part of the acronym when they first begin a new task (e.g., 'ROW', 'BW').

Criteria for Beginning Reader Response

- B**ring a book
- R**ead for 15 minutes
- O**wn work focus (don't distract others)
- W**rite 5 lines

Acronym is **B R O W**

**Assessment**

**B** Work on keeping your focus and reading a bit longer!  
K.G.

**W**

**Assessment**

**R** I had to give you a book today; please remember to bring your own tomorrow.  
K.G.

**O**

**W**

Criteria	The next step is...
for oral presentation	
- interesting to an audience	listen to the audiotape of the presentations and listen to the class enjoying your talk
- easy to follow and understand	make a chart so the audience can see what you are talking about
- speech and manner help audience listen	use your cards to prompt you so you don't lose your place

Conference requested ☐

Date(s) received: Feb. 10

Assessed by ☒ teacher  
☐ self  
☐ partner  
☐ other

Question(s):

Assignment: Oral Presentation,  
Population Growth in Japan

Student: Simon L., Block C

THE NEXT STEP

This approach focuses on showing students how they can take small steps to move forward in their learning when large leaps seem overwhelming.

1. Make an assessment sheet, such as the one illustrated opposite, for each student (or copy the blackline master in the Appendix, page 69).
2. Assess student performance by recording two or three steps that they could take to move forward. These could describe some of the ways to improve their work, such as extending ideas, revising specific aspects of the work, and practicing new skills. For example: "Next step: Practice er verbs, referring to page 25 in your text." "Next step: Publish this piece. It is worth it."
3. Before giving assessment sheets back to students, record in your mark book any "next steps" that you want to remember about their learning.

Figure 19: The Next Step



KEY QUESTIONS

This approach focuses on giving students information that builds on their strengths, points out one or two concerns (maximum of two), and gives suggestions for realistic goals.

- 1. Make an assessment sheet, such as the one illustrated opposite, for each student (or copy the blackline master in the Appendix, page 70).
- 2. Assess student performance by recording answers to the following key questions: What’s working? What’s not? What’s next?
- 3. Refer to the criteria that you have shared with your students for specifics to use in your comments.
- 4. Give students information about what is working so that they have something to build on.
- 5. Before giving assessment sheets to students, record any points in your mark book that you want to remember about their learning.

Criteria for problem solving	What's working?	What's not?	What's next?
- understand the problem	you knew what to look for		
- choose a strategy that works	you tried drawing diagrams and underlining important words		Think back to the problems we did on p.11 or go talk to Jeremy
- find a correct solution and tell how you got it		you didn't go quite far enough. There's one more step.	
- give examples of this kind of problem outside the classroom	your example was accurate		

Conference requested ☐

Date(s) received: May 10

Assessed by ☒ teacher  
☐ self  
☐ partner  
☐ other

Question(s):

Assignment:  
math problem solving, p.17

Student:  
Anabel S., Block A

Figure 20: Key Questions